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ABSTRACT

This document summarizes the criteria for Chapter 1 eligibility, discusses a step-by-step selection procedure, used in the Austin Independent School District, explains the laws and regulations concerning how students are to be selected, emphasizes that special testing should be administered to students whose scores are clearly discrepant from classroom performance and includes a table for selecting the proper test, provides commonly asked questions and answers, and displays a flowchart summarizing selection procedures. The appendices include directions for administering the Test of Basic Experiences and the California Achievement Test, as well as a supplementary test score record. (PN)

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TESTING STUDENTS FOR CHAPTER 1 ELIGIBILITY

ECIA CHAPTER 1

August, 1983

TM 830 756

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ECIA CHAPTER 1

August, 1983

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CONFIDENTIAL INFORMATION

The test score information provided in this document is confidential. It is provided for use by AISD professional staff only. Its unauthorized use by other persons is not permissible under current law. This packet must be returned to ORE (Adm. Bldg., Box 79) at the end of the 1983-84 school year.

Table of Contents

Section:

I Summary of Criteria for Chapter 1 Eligibility. . . .

II Step-by-Step Selection Procedure . . . . . .

III Why Do We Do All This? . . . . . .

IV Special Testing for Students with Missing or or Invalid Test Scores. . . . . .

V Commonly Asked Questions . . . . . .

VI Flowchart Summarizing Selection Procedures . . . . .

VII Table of Tests . . . . . .

Appendix:

A Directions for Administering the TOBE - 2. . . . . .

B Directions for Administering the CAT . . . . . .

C Supplementary Test Score Record. . . . . .

Section I

SUMMARY OF CRITERIA FOR CHAPTER 1 ELIGIBILITY

1) In general, all students in Chapter 1 schools must be tested annually for Chapter 1 eligibility. To be eligible for Chapter 1 services, students must score at or below the 30th percentile for their grade level in reading (grades 1-6) or language (grade K).

2) There are two groups of students who are exempted from these criteria. They need not be tested and are automatically eligible for Chapter 1 service. The exempt groups are:

   - Students who spend more than three hours per day in special education.

   - Students who enter AISD without having attended for one year a school where English was taught, and who have PAL English scores below 85; or L.E.P. students in language categories A or B.

   Retainees are also automatically eligible for Chapter 1 service. However, retainees are also selected by test score. Retainees are considered for Chapter 1 service by the same procedure used in ranking all students on your campus to determine which one has the greatest need. *Give retainees the CAT for the grade that they should have been in, not the one in which they were retained.*

3) All other students must have a recent (less than one year old) test score on which they scored *at or below the 30th percentile for their grade level* to be eligible for Chapter 1 service.

   The following section consists of a detailed, step-by-step process for actually selecting which students should be served by Chapter 1.

Section II

STEP-BY-STEP SELECTION PROCEDURE

In August, your school will receive from ORE a computer printout which contains a roster of all students scheduled to attend your school in 1983-84. Listed, and ordered according to percentile rank, are all students for whom AISD has a reading achievement test score (or language score for entering first graders.) *They are not grouped by grade.*

The percentile rank assigned to each student *reflects his or her performance relative to others at the same grade level.* But once the percentile score is determined for a student, his or her position on the rank-ordered roster is determined only by the percentile score.

This computer roster also includes a list of students who are scheduled to attend your school but for whom no score is available. The roster includes some new students (all kindergarten students, some first graders, and transfers from other school districts), as well as those AISD students who were not tested last spring. All students listed without scores must be tested according to the procedures described in this manual, with two exceptions:

1) K students (they will be given the ITBS by the District in September), and

2) first graders without kindergarten ITBS scores who attend schools which administer the Metropolitan Readiness Test (MRT) to first graders in September.

The computer roster has been printed with extra space between the listed names, so you can write in students who were not originally scheduled to attend your school. We recommend that you use the ORE printout roster as your "master list," adding students in their proper rank-ordered position as their scores become available.

USING ROSTER	Step 1:	Go down the roster and cross out all students who did not actually enroll in your school.
RANKING NEW STUDENTS	Step 2:	Make a list of students who are enrolled but who are not on the roster (grades 1-6 only). Check the enclosed microfiche to see if AISD has their score on record. If so, add their names to the printout in the proper position based on their percentile scores, *regardless of grade.*

WHOM TO TEST

Step 3: Students in grades 2-6 who do not have scores on either the roster, the microfiche, or in their folder from a previous district, must be tested. Administer the proper test (see Section VII, page 14) and add these students to the roster in the proper position (again, based on their percentile score, regardless of grade).

FIRST GRADERS

Step 4: For students in grade 1 only: Those first graders who took the ITBS last spring will be on the roster in their proper position, based on their Language percentile score. For students enrolled in grade 1 who do not have scores on the roster, check the microfiche. Students whose scores are on the microfiche should be added to the roster in their proper position.

For grade 1 students who do not have scores on the roster, the microfiche, or from a previous district:

- If your school administers the MRT to all first graders, use the percentile score for the Pre-Reading Composite. Add students to the roster in the proper position. *Please note that they should be used only for students who have no other score on record. Do not replace scores on the roster or the microfiche with MRT scores.*

- If a student does not have another score on record, test the student using the CAT Level 11 or MRT. Determine the percentile score and add the student to the roster in the proper position (based on percentile score, regardless of grade).

- If a first-grade student enters your school *after* the testing takes place, administer the CAT, Level 11 or MRT.

KINDER-GARTNERS

Step 5: Kindergarten students will not have any test scores on record, of course. They will be given the ITBS by the District in September, and percentile scores will be available soon thereafter. At the time, they should be added

to the roster in the proper position. (See Appendix A for directions for administering the TOBE). *For any student whom you do special testing for, complete the form on page 10.*

Step 6: Go up the roster to the 30% percentile and identify the names of students who are Chapter 1 Migrant. These students will be served by Chapter 1 Regular in rank order of need if no Migrant Program is on that campus.

Those students who are served by the Bilingual Program, and those who spend more than three hours per day in Special Education, may also be excluded from Chapter 1 service. Whether or not to serve those students is up to the individual schools. Talk to your Chapter 1 Coordinator if you have questions about this.

HOW MANY STUDENTS?

Step 7: The number of students you will be able to serve is equal to the participant number for your school on the 1983-84 Chapter 1 application. To identify the students to be served, count down the printout roster (which has been modified by following steps 1-6 above) until you reach your participant number. You may skip students noted in Step 6 above. Remember, however, that you may not serve someone who scores above the 30th percentile. *If you reach the 30th percentile before you reach your participant number, stop at the 30th percentile with the exception of retainees.*

While the above process will enable you to identify the students to receive Chapter 1 service, it does have a shortcoming - it assumes that all students have test scores before anyone receives Chapter 1 service. The following paragraphs addresses this concern.

GETTING AN EARLY START

Obviously, you will want to begin Chapter 1 service as soon as possible for those students who meet the criterion, and add other students as they become eligible (i.e., as they are identified as achieving at or below the 30th percentile on the appropriate test). Specifically, all kindergarten students and many first graders will not have test scores at the beginning of the year, but you can still begin serving those students who do have scores at or below the 30th percentile. However, you will need to

estimate the number of kindergarten and first-grade students who will be served once their scores are available. One good estimate to use is the number of students served in that grade during the previous year. For example, if you served 69 kindergarten students and 75 first graders last year, you might estimate that you will again serve 69 kindergartners and 75 first graders. For example, if your school's participant number (on the 1983-84 Chapter 1 application) is 510, you may then estimate that you will serve 510-69-75=366 students in grades 2-6.

Next, use the counting-down procedure described in Step 7 above to identify those students.

It is important to note here that Chapter 1 selection is not to be done on a grade-by-grade basis. The estimation process described above is only to enable you to begin serving students who have scores at or below the criterion, and to later add students as their scores become available, without having to discontinue serving some students because the total participant number has been exceeded.

NEW STUDENTS WHO ARE ELIGIBLE

After you have begun serving students, do not remove an eligible student from the program in order to serve a student coming into your school, even if the new student has a lower test score. Instead, put new students on a waiting list ranked by percentile scores (lowest first, regardless of grade) and begin serving them as soon as room in the Chapter 1 Program becomes available (usually due to Chapter 1 students leaving your school).

RETAINEES

Finally, retainees should be ranked based on their percentile score from the previous spring. For example, a student who is repeating the third grade would have, on the printout, a percentile score based on norms for the end of third grade. This is the proper score to use.

A student who was retained at the end of the 1982-83 year, and who does not have a spring 1983 ITBS score should be tested with the CAT level and norms for the grade he would have been in if he had not been retained. A student repeating third grade would be given Level 14 of the CAT, for example.

Section III

WHY DO WE DO ALL THIS?

There are several laws and regulations concerning how students in regular Chapter 1 programs are to be selected. The most important requirements are discussed below:

1. Each student in a Chapter 1 school must be tested annually for Chapter 1 Eligibility.

   This rule means that all students in a school, even those whom you do not anticipate serving, must have a recent (i.e., less than one year old) test score on file. For most of your students, this requirement will be met by the ITBS test results provided by the District testing program, or (if no ITBS score is available) by the MRT to be given in some schools in September. Section II describes the procedure for assigning scores to students without one of these scores.

2. The Chapter 1 program in each school must provide services to the students with the greatest needs.

   This rule means that you must assign priority to students on the basis of test scores. The step-by-step selection procedure (Section II) takes this requirement into account. Sometimes students may be skipped (passed over for students with lesser needs). For details about this, talk with your Chapter 1 reading coordinator.

3. The selection of Chapter 1 students must be based on objective criteria, (i.e., standardized test scores) rather than teacher judgement.

4. Records (test results) to support the selection or non-selection of each student must be maintained at the campus.

   Again, a test score must be available for each child in the school, whether or not the child is served by Chapter 1. The printout roster provided by ORE will suffice for most students. The Supplementary Test Score Record provided in this volume can be used to record scores for all students not on the ORE printout (i.e., scores taken from the enclosed microfiche and scores from tests given at the school).

Section IV

SPECIAL TESTING FOR STUDENTS WITH MISSING OR INVALID TEST SCORES

Occasionally a student's test score is clearly not reflective of the achievement level he or she demonstrates in the classroom. Some students' scores greatly overestimate their achievement levels; others receive scores which are obviously too low. Clearly inaccurate test results are a problem, since some students who do not need the program are served, while some who do need it are denied service.

There is a procedure for the special testing of students whose test scores and classroom performance are clearly discrepant. Enclosed in this packet are copies of a form entitled "Special Testing of Students for Chapter 1 Eligibility"; a sample copy of this two-part form is on the following page of this volume. A copy of the retest form should be completed for each student tested according to special testing procedures. The YELLOW copy of this form should be mailed to the Office of Research and Evaluation.

A table for selecting the proper test to administer is on page 14 of this volume. Note that special testing should be done for students whose scores are clearly too low, as well as those whose scores are clearly too high.

We must emphasize that special testing should be done only when the test scores are clearly discrepant from classroom performance. Testing materials are expensive, and retesting causes a significant loss in instructional time; so special testing should be done sparingly, and only when obviously needed.

Some students may enter the District without appropriate test scores, if so, test them according to procedures outlined in the manual. You should submit to ORE a completed YELLOW copy of the form entitled "Special Testing of Students for Chapter 1 Eligibility" for each student with missing test scores.

Requested information pertaining to each student who was tested according to special retest procedures should be noted on the form entitled "Supplementary Test Score Record." The YELLOW copy of this form should be returned to ORE at the end of each semester.

SPECIAL TESTING OF STUDENTS FOR CHAPTER 1 ELIGIBILITY

Procedure:

1. Fill in the identifying information in Section A.

2. Does the student have a reading test score from the 1982-83 school year or earlier? Record the student's two most recent test scores in Section B. Examine the previous scores closely. A consistent pattern of test scores above the 30th percentile, for example, make it unlikely that the student would be eligible for Chapter 1, no matter how poor his classroom performance.

3. In Section C record the reason you feel the student should be tested again. For example, "Previous test scores were below the 30th percentile, but current score is at the 65th percentile."

4. Test the student, following the procedure provided in the section,"Students with Invalid Test Scores."

5. Record the result of the retest (Section D).

6. Obtain the principal's signature (Section E).

7. Please return YELLOW copy to:

Walter Davis
Office of Research and Evaluation
Administration Building, Box 79

A. Identifying Information

Name: _____ ID# _____

School: _____ Grade: _____

B. Previous Test Scores

Test	Score	Year of Administration

C. Reasons for Retesting

_____

_____

D. Test Results

Test: _____ Percentile Score: _____

_____

E. Principal's Signature

_____

Extra forms are available from Walter Davis at (458-1287).

Section V

COMMONLY ASKED QUESTIONS (AND ANSWERS!)

Q: ARE WE REQUIRED TO SERVE RETAINEES WITH THE CHAPTER 1 PROGRAM?

A: Retainees are selected based on their percentile scores; if they are not served by another program such as Migrant, they should be served by Chapter 1 if other students at that percentile level are being served. However, you may wish to provide different instruction for retainees than for other students at the same grade level, to take advantage of their special strengths and weaknesses. Talk to your Chapter 1 reading coordinators for suggestions.

Q: CAN RETAINEES SCORING ABOVE THE 30TH PERCENTILE BE SERVED?

A: *Retainees are also automatically eligible for Chapter 1 services.* If you have room in the program to serve retainees who score above the 30th percentile, you may certainly serve them.

Q: IF THE CHILD'S ITBS OR MRT SCORE SEEM INACCURATE, SHOULD I RETEST THE CHILD?

A: Possibly. See page 9 of this manual for details. But, remember that most "retests" turn out to be very close to the student's original scores, and testing is expensive in terms of time and materials.

Q: HOW DO I KNOW WHETHER TO SKIP A CHILD WHO IS ELIGIBLE FOR CHAPTER 1, BUT WHO IS ALSO SERVED BY ANOTHER COMPENSATORY PROGRAM?

A: Talk to your Chapter 1 reading coordinator. Two things to keep in mind are:

--the instructional needs of the particular child, and
--research evidence that multiple adults to cope with and too much disruption can both be confusing to the educationally disadvantaged child.

Q: CAN I SKIP AN ELIGIBLE CHILD WHO IS NOT SERVED BY ANY OTHER COMPENSATORY PROGRAM, BUT WHO APPEARS TO BE BRIGHTER THAN HIS TEST SCORES REFLECT?

A: No. You may retest the child with the CAT if the ITBS score appears unrealistically low. However, if both scores are below the 30th percentile, and other students at that level are being served, you cannot skip the child.

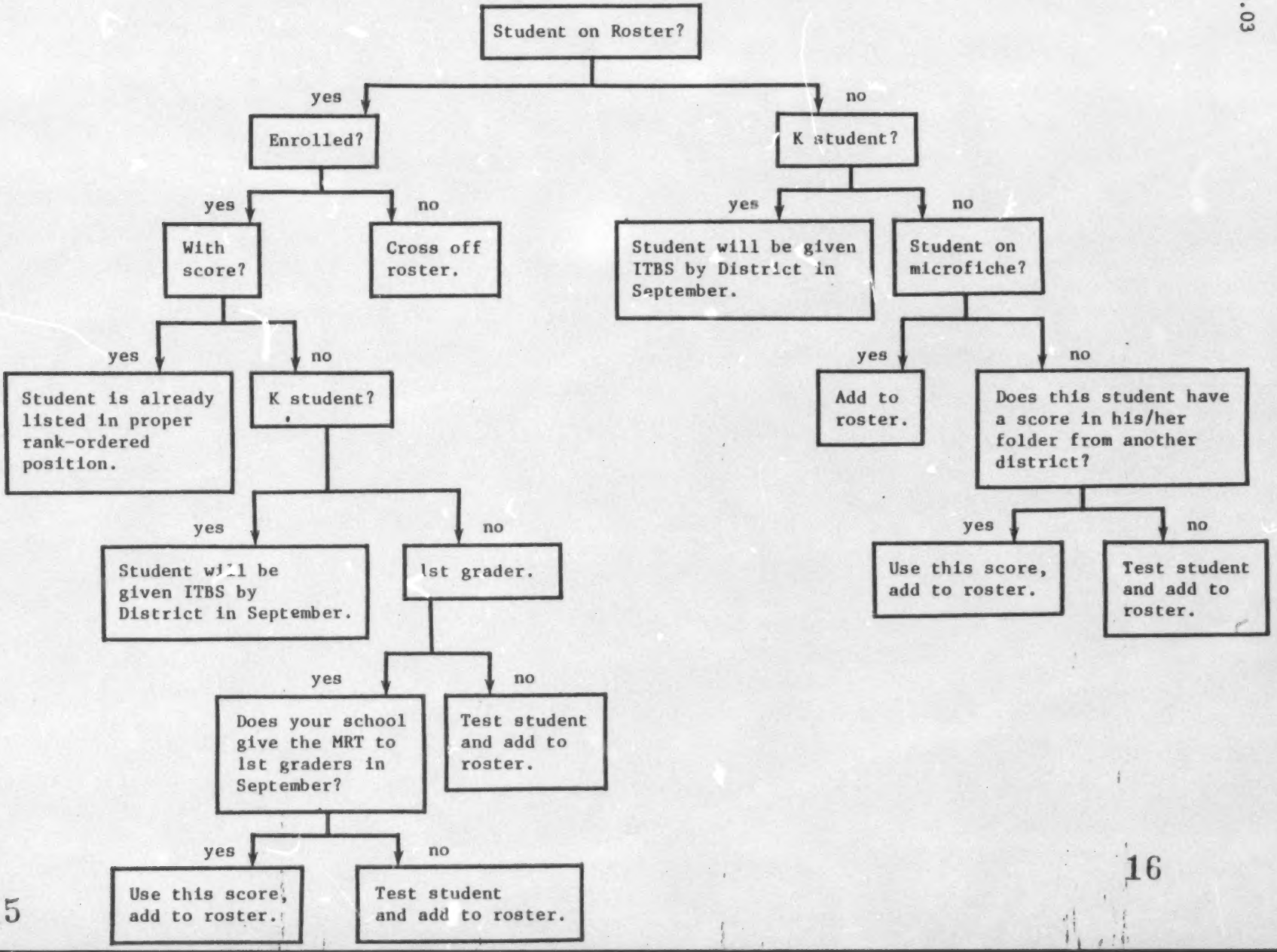
Q: IF I HAVE ALREADY ADMINISTERED THE CAT TO A STUDENT, BUT THE SCORE SEEMS TOO HIGH OR TOO LOW, AND THERE WAS NOTHING UNUSUAL ABOUT THE TESTING, SHOULD I TEST THE CHILD AGAIN?

A: You should avoid repeated administration of the same test, because practice may affect the scores. Call Walter Davis at 458-1227 for more details.

Q: IF A STUDENT MAKES GOOD PROGRESS DURING THE YEAR, CAN HE BE TESTED TO DETERMINE IF HE IS NOW ABOVE THE 30TH PERCENTILE?

A: Generally, no. A student should be served for the whole year so that sustained help can ensure long-term benefits. For truly exceptional cases talk to your Chapter 1 reading coordinator.

Section VI: Flowchart Summarizing Selection Procedures



Section VII

TABLE OF TESTS

Nonexempt students without test scores must be given one of the following tests:

GRADE	TEST
K	TOBE-2 Level K
1	CAT Level 11
2	CAT Level 12
3	CAT Level 13
4	CAT Level 14
5	CAT Level 15
6	CAT Level 16

TOBE-2 = Test of Basic Experiences - 2.

CAT = California Achievement Test, 1977.

Appendix A: DIRECTIONS FOR ADMINISTERING THE TESTS OF BASIC EXPERIENCES - 2 (TOBE-2)

WHO SHOULD BE GIVEN THIS TEST?

All nonexempt kindergarten students without a fall 1983 ITBS language score. (Section I specifies which students are exempt from testing and automatically eligible for Chapter 1).

WHICH BOOKLET MUST BE USED?

Language, Level K (TOBE-2).

WHAT NORMS SHOULD BE USED?

The table at the bottom of this page converts raw scores to percentile scores. To use the table, go down the column labeled "Language Raw Score" until you come to the score earned by the student. Then read across until you come to the colum corresponding to the month in which the test was administered. For example, if you administer the test to a new student in January and he scores a 12, read down the "Language Raw Score" column until you reach 12. Then read across to the column labeled "Dec. - Feb.". The number "10" is at the point of intersection, so the student scored at the 10th percentile.

Record the score on the enclosed Supplementary Test Score Record. The percentile score is used to determine Chapter 1 eligibility.

Language	Percentile		
Raw Score	Sept. - Nov.	Dec. - Feb.	March - May
19	30	30	30
18	30	30	24
17	30	30	19
16	30	27	15
15	30	22	12
14	30	17	9
13	25	13	6
12	19	10	5
11	15	7	3
10	11	5	2
9	8	3	2
8	6	2	1
7	4	2	1
6	2	1	1
5	1	1	1
4	1	1	1
3	1	1	1
2	1	1	1
1	1	1	1
0	1	1	1

TEACHER CHECKLIST - TOBE - 2 (LANGUAGE)

1. ITEM INVENTORY - Check all materials listed below to make sure that you have enough. Additional testing supplies can be obtained by calling Lauren Moede at 458-1227.

    a. Practice Tests - one for each child
    b. Test Booklets - one for each child
    c. Pencils - one for each child, and extra
    d. Examiner's Manual

2. Read Examiner's Manual for:

    a. General information (p. 1-3)
    b. Preparation (p. 5-11)
    c. Practice test directions (p. 12-18)
    d. Specific test instructions (p. 23-26)

3. Arrange room accordingly (p. 8, Examiner's Manual)

4. a) Administer the Practice Test, or (if already completed)
   b) Prepare to administer the actual test by writing the following on each child's booklet.

    a. Name and Student I.D.
    b. Birth Date
    c. Grade
    d. Test Date

5. Administer the TOBE-2 LANGUAGE (in accordance with directions in the Examiner's Manual).

AFTER TESTING

Score the tests and record test results on the Supplementary Test Score Record. Determine Chapter 1 eligibility according to the percentile score obtained, using the table on page 14. If the student scores at or below the 30th percentile, add him or her to the Chapter 1 waiting list, rank-ordered by percentile score (lowest to be served first).

Appendix B: DIRECTIONS FOR ADMINISTERING THE CAT
(California Achievement Test - 1977)

WHO SHOULD BE GIVEN THIS TEST?

- ALL nonexempt students in grades 1-6 who do not have a recent (less than one year old) score on a standardized norm referenced reading achievement test. For a description of criteria for exemption from testing (and automatic Chapter 1 eligibility), see Section I.

- If a nonexempt student in grades 2-6 has neither an ITBS Reading Total score from spring 1983, nor a comparable score from another district. the student should be given the CAT.

- *A nonexempt first grader who has neither an ITBS score from spring 1983, a comparable score from another district, nor an MRT score from fall 1983, should be given the CAT Level 11.

WHAT LEVEL OF THE CAT SHOULD BE ADMINISTERED?

Use this table:

Grade 1*	Level 11
Grade 2	Level 12
Grade 3	Level 13
Grade 4	Level 14
Grade 5	Level 15
Grade 6	Level 16

WHAT NORMS SHOULD BE USED?

You should get a copy of the Norms Tables for each level of the CAT you administer. Each level has its norms published in a separate volume, so be sure to use the correct one. The volume will have several tables titled "Raw Score to Percentile Rank and Stanine". Use the table corresponding to the month in which you are administering the test.

For example, if you are testing a second grader in November, use the volume with Norms Tables for level 12. The particular table to use is title "Raw Score to Percentile Rank and Stanine" and subtitled "Beginning of Grade 2: 2.0 to 2.2 (Sept., Oct., Nov.)."

To use the table, first compute the student 's TOTAL READING raw score. Turn to the proper table and go down the column headed "Total Read" until you come to the student's score. Then move across to the left

until you come to the column headed "Percentile Rank." The number in this column is the student's percentile score. This is the score you should use to determine the students' position in the rank-ordered roster and, if the score is 30 or below, on the Chapter 1 waiting list. If the percentile score is above 30, the student is generally not eligible for Chapter 1. (Retainees are the only exception.)

Be sure to record the score on the enclosed Supplementary Test Score Record. The YELLOW copy of the record should be returned to the Office of Research and Evaluation at the end of each semester.

Additional testing materials can be obtained from -
Lauren Moede at (458-1227).

ADMINISTERING THE CAT

BEFORE TESTING

1. READ THE MANUAL FOR THE TEST YOU WILL ADMINISTER. This helps you to become familiar with the particular test and stimulates you to ask questions about the test procedure before the actual testing session. While you need not read the entire manual, you should closely read and thoroughly understand the sections headed "Preparation," "Directions," and the "Directions for the Reading Subtests."

2. DETERMINE WHEN AND WHERE THE TEST IS TO BE ADMINISTERED. According to the respective Examiner's Manuals, administration times for the Reading tests range from 59 minutes for Levels 14 - 16 to 80 minutes for Levels 12 - 13. *Note that there are two Reading Subtests for Levels 14 - 16, three for Level 11, and four for Levels 12 and 13.*

	Total Time	Preliminary Activities	Number of Subtests	All Subtests Working Time
Level 11	68 min	5 min*	3	63 min
Level 12	80 min	5 min*	4	75 min
Level 13	80 min	5 min*	4	54 min
Level 14	59 min	5 min*	2	54 min
Level 15	59 min	5 min*	2	54 min
Level 16	59 min	5 min*	2	54 min

*The time for prelimiary activities will probably vary some with the age of the student. To save time, you may wish to fill out the identifying information on each booklet ahead of time, especially for students in early grades.

3. PREPARE STUDENTS FOR TESTING. In preparing the students for testing, keep these points in mind:

   a) Test results are used to help school staff plan and evaluate programs; they are not used to determine grades.

b) Few students can answer all or even most of the questions on these tests. The important thing is for each student to show the questions for which he or she does know the right answer.

c) Teacher attitude is critical; if teachers take the test seriously, the students are more likely to try their best. Don't overemphasize the seriousness of taking the test, but don't belittle the test either.

d) The students should answer all questions on the test even if they are not sure of the answers. This, of course, does not mean that they should answer randomly. But if the student can eliminate even one of the alternatives, he or she should attempt to answer the question.

e) Remind students to bring two number 2 pencils.

4. REVIEW THE EXAMINER'S MANUAL PRIOR TO ADMINISTERING THE TEST.

THE DAY OF TESTING

5. HAVE THESE MATERIALS ON HAND.

a) sufficient test booklets
b) extra pencils
c) a stop watch or other timepiece with a second hand
d) a sign for your door reading "TESTING, DO NOT DISTURB"

6. Be sure that each student's booklet is marked with the student's name and the date of testing.

7. ADMINISTRATION. Administer all the Reading subtests, following the directions in the Examiner's Manual for the test level you are administering. Level 11 consist of three subtests: Phonic Analysis, Reading Vocabulary, and Reading Comprehension. Levels 12 and 13 consist of four subtests — the above three plus Structural Analysis. Levels 14 through 16 have just two Reading subtests, Reading Vocabulary, and Reading Comprehension. When administering the test remember:

a) *You may*, if necessary, *repeat or rephrase instructions* to insure that students understand what is to be done (e.g., how to mark the booklet, etc.).

b) You may NOT rephrase the test questions, explain what a word in a test question means, etc.; if you do, the score will not correctly indicate achievement level.

c) ALLOW STUDENTS EXACTLY THE TIME PRESCRIBED.

d) Note any unusual events or student behaviors which may invalidate a student's (or the whole group's) test scores. Wait a few days and readminister the test to any students affected.

8. SCORING. A booklet marked "Scoring Key" is included in the packet of materials for each level.

a) For Levels 11, 12, and 13, the Scoring Key shows greatly reduced pages from a correctly marked test book. For Levels 14, 15, and 16 the correct answers are printed, but are again greatly reduced. To avoid eye strain and possible misreading, the publisher recommends that you use the printed key to record the correct answers in a copy of the test book, then use this keyed copy to score students tests.

b) For all levels, they recommend that the same page in all test books be scored at one time; that is, score the first page in all books, then the second page in all books, and so on.

c) A correct response is one for which only the correct answer is marked.

d) An omitted or multiple-marked item is considered invalid. If ALL the responses in either subtest are invalid, that subtest is considered invalid; and if either subtest is invalid, the total score is invalid.

e) If illness or some other interruption causes a student to lose time within a subtest, the subtest (and thus the total score) may be invalid. You may wish to retest the student.

9. RECORDING SCORES. For each students, add the Reading Vocabulary and Comprehension raw scores together. Record this Reading Total raw score on the Supplementary Test Score Record. Find the corresponding percentile score in the appropriate Norms Table and record this on the Supplementary Test Score Record also.

10. Based on the student's percentile score, add his or her name to the printout roster from ORE in the proper position. If the percentile score is 30 or below, add the students to the Chapter 1 waiting list.

SUPPLEMENTARY TEST SCORE RECORD

Please return copy to ORE at the end of the semester. In addition, please place students' names on computer roster.

NAME	TEST DATE	NAME/LEVEL OF TEST	RAW SCORE	PERCENTILE